

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Nancy Gibson

Official School Name: East Heights Elementary

School Mailing Address:  
1776 Adams Lane  
Henderson, KY 42420

County: Henderson County State School Code Number\*: 033

Telephone: (270) 831-5070 Fax: (270) 831-5072

Web site/URL: http://www.henderson.k12.ky.us/schools/ehs.htm E-mail:  
Nancy.Gibson@henderson.kyschools.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Thomas Richey

District Name: Henderson County Tel: (270) 831-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Ben Johnston

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 8         | Elementary schools  |
| 2         | Middle schools      |
| 0         | Junior high schools |
| 1         | High schools        |
| 1         | Other               |
| <b>12</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 9227

Average State Per Pupil Expenditure: 9779

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

10 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	21	20	41	7	0	0	0
K	57	46	103	8	0	0	0
1	40	45	85	9	0	0	0
2	37	35	72	10	0	0	0
3	54	52	106	11	0	0	0
4	35	27	62	12	0	0	0
5	40	42	82	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							551

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
9 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
83 % White  
3 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 23 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	56
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	61
(3)	Total of all transferred students [sum of rows (1) and (2)].	117
(4)	Total number of students in the school as of October 1.	507
(5)	Total transferred students in row (3) divided by total students in row (4).	0.231
(6)	Amount in row (5) multiplied by 100.	23.077

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 5

Number of languages represented: 3

Specify languages:

Spanish, Mandarin Chinese, and Gujarati

9. Students eligible for free/reduced-priced meals: 57 %

Total number students who qualify: 312

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 21 %

Total Number of Students Served: 118

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>62</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>17</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>2</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>20</u>	<u>1</u>
Total number	<u>72</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	95%	95%
Daily teacher attendance	95%	95%	96%	97%	96%
Teacher turnover rate	2%	3%	4%	3%	3%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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East Heights Elementary School (EHS) is a pre-kindergarten through fifth grade facility situated just on the outskirts of the city limits in the east-side of Henderson, Kentucky. As one of eight elementary schools in the Henderson County Schools district, East Heights is one of four “city” schools and contains a very diverse population of 551 students. EHS is designated as a school-wide Title I school due to the fact that 57% of the students attending are enrolled in the Free/Reduced School Lunch Program. The school was established in 1973 and was renovated with additional classrooms added in 1996. The school community has provided EHS a growing and supportive school population and an incredible pride in our school’s academic success. A substantial challenge for East Heights has been the consolidation of three other elementary schools into the school. As the district sought cost saving measures, district leadership lead the community through the closings of three elementary schools. East Heights totally and exclusively absorbed one elementary student population and staff. Just a few years later another elementary, an inner city with over 70% of free and reduced was partially consolidated into East Heights. Then, within three years, a third elementary, again with high numbers of free and reduced students again partially consolidated with East Heights. Despite, these consolidations in just a seven year period, the EHS community rallied and unified to provide a highly supportive and effective learning environment for a diverse population of students and staff.

The mission of East Heights Elementary is to educate and prepare our students to be world-class learners in a global society. Most importantly, our students embrace our school pledge by demonstrating daily that “Learning is our top priority. We will give 110% to learning everyday!” EHS has established a culture of high academic expectations while meeting the needs of a diverse population by ensuring that the staff utilize research-based practices and establish personal and caring relationships with parents and students. The academic success of EHS has created a contagious desire amongst students and staff to push themselves to learn more, work harder and accomplish more challenging goals. The East Heights School community meets the needs of all students by providing a very rigorous and relevant curriculum and by promoting high student expectations, in a safe friendly environment.

East Heights Elementary School has been identified by the Kentucky Department of Education as a Pacesetter School by scoring in the top 5% of schools in the state for the accountability cycles of 2006-07 and 2007-08. In two of the last four years, East Heights has been in the top ten most successful schools in Kentucky (as measured by the KCCT test) for high levels of achievement of students with disabilities. In 2007, the school ranked third of all state elementary schools with the highest reading scores. In 2008, the school ranked sixth of all elementary schools with the highest reading scores. In 2008, the school ranked sixth of all state elementary schools with highest state assessment scores in all seven assessed content areas and non-academic indicators. East Heights Elementary has met AYP every year since the beginning of NCLB. Practices that have led to these distinctions include:

- **Rigorous and Relevant Curriculum** – Supported by state curriculum documents, the EHS instructional staff participated on district, grade-level teams to intensively study Kentucky’s defined curriculum by writing curriculum maps, units of study, differentiated lesson plans, formative assignments and summative common assessments for all content areas and all grade levels. EHS professional development is job-embedded and provides teachers with researched-based content and practices. Teachers teach thinking skills and students work collaboratively to problem solve and exercise critical thinking.
- **High Expectations** – EHS staff has extraordinary high expectations for all staff and students in regards to academic achievement. Total academic engagement is the expected standard in every classroom. In fact, we

believe that we have not accomplished our goals, nor fulfilled our responsibilities as educators, unless we have “caused learning.”

- Data-Driven Decisions – Data is continuously collected on students and drives real-time changes in instruction and programs. Student progress is charted to visually measure how well they learn and develop over time.
- Relationships – Great value is placed on creating and maintaining an inviting environment with a high degree on parental involvement. Building family relationships and increasing family Involvement leads to improvements in student achievement.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Kentucky's educational reforms are based upon the principle that schools must be held accountable for the progress of their students. Frequent, meaningful testing is required to assess the extent of student progress toward proficiency; accurate, understandable reporting is required so that all stakeholders in Kentucky education have the data needed for making effective decisions concerning school policies, programs and curricula. The Commonwealth Accountability Testing System (CATS) is designed to improve teaching and student learning in Kentucky. CATS includes the Kentucky Core Content Test, writing portfolios and prompts, alternate assessments for students with severe to profound disabilities, and nonacademic components.

The most important component of the Commonwealth Accountability Testing System, in terms of its contribution to a school's academic index, is the Kentucky Core Content Test (KCCT). As the name implies, the Kentucky Core Content Test assesses student mastery of the Kentucky Core Content for Assessment, as well as higher order thinking and communication skills. The KCCT, composed of open response items and multiple choice questions is given each spring to students in the content areas of reading, mathematics, science, social studies, arts and humanities and practical living/vocational studies.

Kentucky changed the assessment system in 2006, so all 3rd, 4th, and 5th grade students would be assessed in both reading and mathematics. Fourth grade is also tested in science and practical living/vocational studies, as well as creating a writing portfolio containing a reflective, personal/literary, and transactive piece. In addition to social studies and arts/humanities, fifth grade students select a writing prompt and publish an entire writing piece during one section of the assessment window.

The Commonwealth Accountability Testing System generates a wealth of data on the performance of schools and districts throughout Kentucky. These data, supplemented by analysis and background information, inform the public on the status of educational reform at all levels. Performance levels for Kentucky's state assessment are novice, apprentice, proficient, and distinguished. In accordance with federal mandates of the No Child Left Behind Act, East Heights Elementary has consistently met its adequate yearly progress goals by meeting 100% of all targets. In the state of Kentucky, our legislature set a goal for every school to reach proficiency, an accountability score of 100, by the year 2014. Schools receive an academic index score as well as an accountability index score.

In 2006, East Heights reached the state's proficiency goal with an academic index of 110.1 and has continued to increase each year. EHS current academic index is 118.5 with an 121 in math, as well as a 121.6 in reading. In 2008, 95.38% of all students met or exceeded proficiency for reading and 92.82% of all students met or exceeded proficiency for math. In 2008, 97.67% of students participating in the free/reduced program met or exceeded proficiency for reading and 93.02% of students participating in the free/reduced program met or exceeded proficiency for math.

Test results can be found at: [www.education.ky.gov/KDE/Default.htm](http://www.education.ky.gov/KDE/Default.htm)

## **2. Using Assessment Results:**

Another strong component of East Heights' success is the persistent focus on student achievement data. Assessment becomes a lens through which we evaluate our instructional strategies, curriculum, and curriculum alignment, through our students' work. We chart our students' progress to see how well they learn and develop over time. Student achievement data is analyzed in multiple methods. When the Kentucky Core Content Test results are returned in September, the school leadership and teachers analyze the scores by sub-skill content areas, by teacher, and by individual student. Staff members discuss and share their areas of strength, make recommendations for professional development based on assessment data and identified staff needs, and plan changes in instruction and/or curriculum. This information is used to develop our School Improvement plan, which drives instruction and professional development. Most importantly, a "name and claim" list of students who are not performing on grade level is generated. Then, the "name and claim" list is assigned student by student to teachers for the teacher to assume responsibility for the individual student achievement, which is necessary to move each student to grade level. Initially, teachers felt threatened by having class test results being communicated by teacher name. However, over time it became apparent that teachers became more motivated to reach out to each other to seek solutions for every student's success. In addition, teachers became aware of the success other teachers were having, and they were empowered with the hope that their students could also be more successful and could learn at much more rigorous levels. Now teachers openly share their successes and their difficulties with each other and draw on each other as resources.

The East Heights' staff takes data analysis very seriously and is committed to continuous improvement. Assessment data is collected throughout the year to make instructional decisions. The Measurement of Academic Progress (MAP) assessment is used with kindergarten through fifth grade students three times a year to measure student progress in the areas of reading and math. Students receive their scores after the fall assessment and they receive a target score to attain for winter and spring. Also, students receive computer-based instruction in reading and math using a program called Compass Learning. This instruction is aligned with the student's RIT range and contains decision points to assess for learning. When a RIT range is mastered, new lessons are assigned to stretch student learning. All first and second grade students are given the DRA three times a year to diagnostically inform reading instruction and process for reading instruction through the five foundational components of reading.

## **3. Communicating Assessment Results:**

Communication is vital in the assessment process and also provides a chance to share results. Each year, we begin our academic year with parent conversations where students and parents are given a standards booklet which identifies what students are expected to know, understand, and be able to do. When CATS scores are officially released and Fall MAP scores are collected, the results are shared individually with the student, as well as the parents at the October parent/teacher conference.

Parents are an essential part of the goal setting and goal achieving activities. They are well informed of student, classroom, and school goals. Every student K-5 sets a personal goal. The school's goals are communicated through the school newsletters, classroom newsletters, PTA meetings, One Call automated phone messaging, flyers, and other methods. Parents and teachers discuss the goals, review the written goal sheets, and jointly emphasize the importance of meeting each individual student's goals. School leadership designs every opportunity to keep student goals and achievement a forefront issue before the parents. High expectations are consistently communicated with objective data and concrete numbers using goal setting practices with students and staff. The school staff runs "campaigns for success" with motivating slogans,

banners, chants, mantras, and other strategies to keep students and staff charged with enthusiasm to succeed and ready to attack any barriers. Goals are set for every content area and are established for different measures of assessment, including MAP testing and Kentucky Core Content tests (state achievement tests) too. A CATS Celebration Assembly is held each spring, with medals presented to all Proficient and Distinguished students in every area. Student's accomplishments are highlighted on distinguished banners that hang in the school hallways.

#### **4. Sharing Success:**

As a school that gained high levels of success based on innovative ideas and strategies shared by other schools, EHS truly embraces the opportunity to spread the wealth. We believe the opportunity to share with others allows for growth, therefore we readily accept the opportunity to share with other teachers, schools and districts. Understanding that in the life of each student, nothing builds self esteem, self confidence and individual high expectations as does the accomplishment of rigorous academic work, we value the chance to help others improve student learning. Currently the best practices of our school are being replicated throughout the district because of the consistent sustained high levels of achievement which serves as a benchmark for others to replicate. Best practices of research based effective instruction have been a driving force in causing other teachers and administrators to network with EHS through professional learning community activities, such as classroom observations and videoed teaching presentations. East Heights' teachers often comment that hosting visiting teachers and sharing ideas that improve student learning keeps their pencil sharpened and helps them stay focused on a rigorous and relevant curriculum.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at East Heights Elementary is derived from Kentucky Core Content for assessment, the Program of Studies and the National Standards. As mentioned previously, the entire district participated in grade level meetings to develop curriculum maps, units of study, differentiated lesson plans, formative assignments, and summative common assessments for all content areas and all grade levels. This work was based and designed on the research of Grant Wiggins, Jay McTighe, Heidi Hayes Jacobs, and Carol Ann Tomlinson. Teachers worked in grade level teams to vertically align the content to provide a coherent, sequential guide for elementary instruction. The vertically aligned curriculum guarantees that every student receives a well-planned, reasoned progression of presentation of content and skills for learning. Every teacher is, then, responsible for carrying the implementation and interpretation back into his/her individual classrooms on a daily basis. All students have access to the core curriculum and are taught at high levels. They are expected to achieve at high levels by producing proficient or distinguished work. Developmentally appropriate instruction and real world applications help students reach their goal of proficiency.

The East Heights reading program is based on research of core teaching of reading: phonemic awareness (early primary and intervention groups), phonics, spelling, vocabulary, fluency and comprehension. Reading at EHS utilizes specific strategies in order to develop an in depth understanding of reading for meaning. All primary students receive 120 minutes of literacy instruction per day with instruction focusing on forming a foundation for reading by requiring readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading at the word, sentence and connected text levels across content areas that include multicultural texts. Intermediate students dedicate 90 minutes per day to literacy instruction, but reading is also taught across the curriculum. As students develop rich literacy skills, a great emphasis is focused on reflecting and responding to text. This practice requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge, which enhances learning.

Math is taught using a high-level problem solving spiraling curriculum. Instruction includes the study of concepts and skills in number, computation, geometry, measurement, probability, statistics, and algebra. A hands-on approach is used to introduce concepts before moving to paper and pencil activities. Students learn to solve problems in a variety of ways. Libby Pollett Math including “What’s my place, what’s my value?” and “Shape Baits” have been influential in improving number sense, place value, and abstract concepts. Math scores at EHS have improved each year as teachers focus on individual student needs. Teachers also utilize Accelerated Math, Compass Learning Math, and DesCartes to enhance student learning.

The Social Studies curriculum focuses on the five subdomains: Government/Civics, Cultures/Societies, Economics, Geography, and Historical Perspective. To create a high level of understanding of key concepts and knowledge, teachers focus on the development of vocabulary and on application of knowledge. The Social Studies curriculum also uses a combination of text knowledge and student involvement through such programs as History Alive and participation in Native American and Pioneer Days.

The Science curriculum is inquiry centered instruction studying life, physical, and earth /space concepts. The scientific method is used to make observations, conduct investigations, use equipment, collect data, and communicate results. The science curriculum also focuses on effective vocabulary strategies and building background knowledge.

Arts and Humanities instruction focuses on students creating, performing, and responding to the art forms of

Visual Art, Dance, Drama, and Music. Key elements and concepts are mastered using vocabulary strategies. Students learn to appreciate and understand the purposes of the arts in different cultures.

Practical Living and Vocational Studies curriculum is organized into four subdomains: health education, physical education, consumerism, and vocational studies. Instruction supports student growth, development, and achievement in these four areas. The Health and Physical Education subdomains address the knowledge necessary for students to develop and maintain behaviors that enhance physical, social, mental and emotional well being throughout one's lifetime. Consumerism and Vocational Studies address the knowledge and skills necessary to make appropriate consumer decisions in dealing with authentic life issues.

## **2a. (Elementary Schools) Reading:**

Literacy and teaching all students to read on grade level is the top priority at East Heights, therefore a variety of researched-based programs are used. A core curriculum basal reading series was chosen based on an analysis of our needs using the areas of phonics, vocabulary, fluency, and comprehension. All students receive instruction using this high level series, as well as supplemental computer based work in Earobics and Headsprout. Student engagement is guaranteed as the instructional staff reduces learning and teaching to the most significant level, which is the student level on a daily basis-one student at a time. Every child, every day, every thing counts was a school wide reminder nearly four years ago as the school staff trained themselves and held themselves accountable for daily learning for all students. Each day primary students receive instruction from their regular classroom teachers in reading. Then, those students who need additional instruction to acquire grade level standards receive more instruction in their reading clinic model classes. The school staff has sought measures to restructure their time within the day to provide extra instruction to students who need more. Teachers reorganize students in primary classes every day for forty-five (45) minutes based upon data provided by the MAP test, DIBELS, DRA, and Oral Word Fluency probes. Teachers then zero in on the reading sub-skills, which small groups of students need. The teaching staff utilizes the best of their own teaching skills and resources to pin point and address student needs. A speech pathologist, special needs teachers and aides, and all other school staff are reassigned out of their regular job duties to give the neediest students the greatest instructional attention. Selected below-level 1st – 3rd grade students also receive additional 45 minute daily sessions working on sub skills with a Title I teacher. Above grade level students K-5 receive higher level readers and work from the classroom teacher, read with another grade level, and participate in programs such as Junior Great Books with our Gifted Resource Teacher. All students participate in the Accelerated Reader program.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

Technology is a viable tool for student engagement and stretch learning at East Heights. The school uses Earobics and Headsprout software for students who need training in increasing personal acuity, perception of phonemes, and word building. District leaders have assisted the school in providing Compass Odyssey Learning software, which is capable of remediation and enrichment practices for any student. Students have

access to Compass software three times weekly in the school technology lab. Classroom teachers aggressively use the Accelerated Math program to take students to the highest level of performance on math skills. Fifth grade students regularly complete the program to the highest levels each year, accomplishing completion of grade twelve level math standards. Two years ago parents approached the school leaders to offer their financial assistance in pursuing Accelerated Reading Enterprise by Renaissance Learning. Using this program, the school annually launches lofty challenges to students to achieve more than their goals set by program protocols. Every year more than 25% of the student population achieves in excess of more than 200% of their AR goals which are set according to program protocols.

#### **4. Instructional Methods:**

All teachers work as a professional learning community at East Heights. Each week, classroom teachers collaborate on lesson planning, analyzing student work, student assessment, and effective instructional practices. They actively learn from each other, sharing successes and failures alike, as well as exploring new strategies with each other. The implementation of regular, sustained common planning time for the teachers ensures exponential measures of success through the sharing of information, support, and learning from one teacher to another. This collaborative support of the team ensures that individual and groups of students benefit from the continuous expertise and experience of a team of teachers and a curriculum specialist.

The highest levels of student engagement and stretch learning confirm rigorous learning for all students, particularly special needs students. The unique requirements of special needs students are honed with the specialized design and intentional instruction through the collaboration of regular classroom teachers and other specialized teachers. Through district support, the most academically challenged students receive instruction daily through the TEACHH model of daily specific lesson design for individual students. With a classroom staffed by a speech pathologist and a highly qualified special education teacher, students with greatest needs due to autism and other challenges are held accountable to rigorous daily instruction with expectations that they can achieve modified grade level skills. These staff members have received highly specialized training from Dr. Vincent Carbone and his staff in the techniques of applied behavior analysis. EHS students in the TEACHH classroom are achieving high levels of success in reading, communication, comprehension, and math skills and concepts.

For gifted and talented students, engagement and stretch learning is assured by employing a gifted clustered student class structure. Every grade level has at least one classroom which is identified as the gifted clustered class. Students are challenged above grade level in standards and performance to meet their needs daily. Additional GT instruction is provided weekly by district GT staff who works collaboratively with the school's regular classroom teachers on a weekly basis.

#### **5. Professional Development:**

Professional Development is an ongoing process at East Heights that is focused on student learning, researched-based, job-embedded and data driven. It is directly tied to student needs as determined by assessment data in order to improve instruction. Teachers use professional development time every summer to horizontally and vertically align the curriculum with district, state, and national standards. The curriculum specialist is vital in keeping professional development ideas at the forefront of teacher discussions. The curriculum specialist models lessons for teachers and provides needed resource information and support. Staff Development meetings consist of trainings that include writing strategies, portfolio scoring/analysis, portfolio conferencing, Marzano's Classroom Instruction that Works, open response coaching, differentiated instruction strategies, Assessment for Learning, math and reading strategies, on-demand writing, data analysis, and technology. Teachers and administrators, who attend workshops, readily share and/or model the new concepts learned. Planning time is also utilized to analyze student work and revise common assessments. Substitutes

are provided throughout the year to allow teachers to observe colleagues modeling best practices and innovative teaching and learning techniques. Effective staff development always results in reflection and dialogue on the part of all participants.

## **6. School Leadership:**

Kentucky's framework for school governance through the SBDM, School Based Decision-Making process, encourages school administrators and their staff to include a multiplicity of stakeholders in the policy making and governance practices of school leadership. Teachers, parents, and the principal share the responsibility of school leadership with input from other stakeholders like community partners, agencies, and district level leaders. While Kentucky's SBDM leadership framework sets the model for all Kentucky schools, East Heights Elementary practices a deeper, broad based concept of "shared leadership" by asking all school partners to share the responsibility of doing whatever it takes for all students. Shared leadership practices guarantee that depth and breadth of talent, skill, knowledge, and capacity is built within the system. Teachers, as well as classified staff, are called upon to provide whatever student support is needed, create sustainable levels of interventions, and provide multiple, on going assistance for all students. This custom ensures that no single person, nor small group of people, becomes the total assets of leadership within the building and that all students receive as much support for learning as possible. Some staff leadership groups include: the Kentucky Center for Instructional Discipline committee which implements and monitors the school's behavior Response to Intervention initiative, the Kentucky System of Interventions committee which implements and monitors student learning and achievement, and the school technology committee which supports technology instruction. All certified, instructional classified staff members, as well as some non-instructional classified staff members support students through the school's Portfolio Pals program, which provides individual student instruction and conferencing on the required state portfolios. In addition, every week all intermediate students are coached in open response strategies, which tap into higher order thinking application skills and writing for learning. The coaching program requires many staff members to temporarily step outside of their regular duties to provide in depth and intentional support to students in the most rigorous applications of learning. Another example of East Heights leadership is to local high school students through a cooperative agreement whereby senior high school students earn a high school credit through the Senior Tutoring program. High school students who are considering the teaching profession receive real world, hands on experiences every day at East Heights by assisting teachers in the elementary classes as they serve as role models for the elementary students while performing various student directed tasks.





## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: KCCT

Edition/Publication Year: 2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Proficient plus Distinguished	95	88			
Distinguished	68	51			
Number of students tested	59	75			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Distinguished	92				
Distinguished	52				
Number of students tested	25				
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Disability</b>					
Proficient and Distinguished	90	75			
Distinguished	70	50			
Number of students tested	10	16			
<b>4. (specify subgroup): Extended School Services</b>					
Proficient and Distinguished	100	79			
Distinguished	39	31			
Number of students tested	18	29			

Notes:

When analyzing disparities amongst subgroups, there were no disproportions noted. Kentucky changed the 3rd grade assessment in 2006-2007. Prior to 06-07 3rd grade students took the CTBS. Scores were not disaggregated based on subgroups or content areas. Only composite scores were officially reported. Proficiency has been described for a school/student as an Accountability Index of 100. Distinguished has been described for a school/student as an Accountability Index above 100 to 140. Kentucky

Subject: Reading

Grade: 3

Test: KCCT

Edition/Publication Year: 2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Proficient plus Distinguished	96	91			
Distinguished	59	40			
Number of students tested	59	75			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Distinguished	100	94			
Distinguished	54	24			
Number of students tested	24	33			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Disability</b>					
Proficient and Distinguished	90	82			
Distinguished	80	44			
Number of students tested	10	16			
<b>4. (specify subgroup): Extended School Services</b>					
Proficient and Distinguished	94	83			
Distinguished	41	14			
Number of students tested	17	29			

Notes:

When analyzing disparities amongst subgroups, there were no disproportions noted. Kentucky changed the 3rd grade assessment in 2006-2007. Prior to 06-07 3rd grade students took the CTBS. Scores were not disaggregated based on subgroups or content areas. Only composite scores were officially reported. Proficiency has been described for a school/student as an Accountability Index of 100. Distinguished has been described for a school/student as an Accountability Index above 100 to 140.

Subject: Mathematics

Grade: 4

Test: KCCT

Edition/Publication Year: 2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Proficient plus Distinguished	89	86			
Distinguished	50	55			
Number of students tested	76	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Distinguished	92	78			
Distinguished	51	35			
Number of students tested	37	23			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
Proficient and Distinguished					
Distinguished					
Number of students tested					
<b>3. (specify subgroup): Disability</b>					
Proficient and Distinguished	81				
Distinguished	52				
Number of students tested	21				
<b>4. (specify subgroup): Extended School Services</b>					
Proficient and Distinguished	91	86			
Distinguished	48	56			
Number of students tested	61	54			

Notes:

When analyzing disparities amongst subgroups, there were no disproportions noted. Kentucky has only been testing 4th grade in Math since 2007. Proficiency has been described for a school/student as an Accountability Index of 100. Distinguished has been described for a school/student as an Accountability Index above 100 to 140.

Subject: Reading

Grade: 4

Test: KCCT

Edition/Publication Year: 2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Distinguished	95	95	95	94	96
Distinguished	38	64	60	19	10
Number of students tested	76	58	63	75	78
Percent of total students tested	100	58	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Distinguished	100	92	93	85	77
Distinguished	41	57	52	0	7
Number of students tested	25	23	29	27	27
<b>2. Racial/Ethnic Group (specify subgroup): African-American</b>					
Proficient and Distinguished				92	70
Distinguished				0	10
Number of students tested				12	10
<b>3. (specify subgroup): Disability</b>					
Proficient and Distinguished	81		75	100	80
Distinguished	24		64	15	10
Number of students tested	21		11	13	10
<b>4. (specify subgroup): Extended School Services</b>					
Proficient and Distinguished	95	94	94	95	79
Distinguished	33	63	58	19	12
Number of students tested	61	54	55	70	42

Notes:

Proficiency has been described for a school/student as an Accountability Index of 100. Distinguished has been described for a school/student as an Accountability Index above 100 to 140.

Subject: Mathematics

Grade: 5

Test: KCCT

Edition/Publication Year: 2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Distinguished	95	73	85	52	72
Distinguished	66	22	32	18	12
Number of students tested	62	72	74	65	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Distinguished	96	58	80	48	62
Distinguished	50	10	28	17	12
Number of students tested	24	29	25	29	78
<b>2. Racial/Ethnic Group (specify subgroup): African-American</b>					
Proficient and Distinguished			66		
Distinguished			8		
Number of students tested			12		
<b>3. (specify subgroup): Disability</b>					
Proficient and Distinguished	100	72	82	38	63
Distinguished	75	36	18	15	25
Number of students tested	12	14	11	13	16
<b>4. (specify subgroup): Extended School Services</b>					
Proficient and Distinguished	89	72	82	16	44
Distinguished	48	19	13	5	2
Number of students tested	27	64	16	19	43

Notes:

When analyzing disparities amongst subgroups, there were no disproportions noted. Proficiency has been described for a school/student as an Accountability Index of 100. Distinguished has been described for a school/student as an Accountability Index above 100 to 140.

Subject: Reading

Grade: 5

Test: KCCT

Edition/Publication Year: 2008

Publisher: Measured Progress

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr			
<b>SCHOOL SCORES</b>					
Proficient plus Distinguished	95	93			
Distinguished	80	51			
Number of students tested	60	72			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient and Distinguished	96	86			
Distinguished	71	38			
Number of students tested	24	29			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup): Disability</b>					
Proficient and Distinguished	84	86			
Distinguished	67	50			
Number of students tested	12	14			
<b>4. (specify subgroup): Extended School Services</b>					
Proficient and Distinguished	97	94			
Distinguished	78	50			
Number of students tested	27	64			

Notes:

Proficiency has been described for a school/student as an Accountability Index of 100. Distinguished has been described for a school/student as an Accountability Index above 100 to 140. Kentucky has only been assessing 5th Grade in Reading since 2007.

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